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ABSTRACT

The objectives of the study were: to survey the 1970 through 1973 graduates of the Springfield High School Vocational Office Education program to determine the specific tasks they performed on their jobs, the skills and knowledges required, and the education and training needed; to survey employers of these graduates for the purpose of identifying weaknesses and deficiencies in skills, knowledges, and attitudes; to evaluate the utilization of vocational office education training received at Springfield High School; and to evaluate findings of the project and make recommendations for consideration in curriculum planning. Fifty-one of the 106 students (60 percent) responded to the mailed questionnaires. Forty-two of the 51 employers (82 percent) responded to the questionnaires either through an interview or the mail. (Tabulated data are included.) The conclusions indicate high ratings of the program by the graduates and that the majority of the graduates were employed in occupations directly related to their high school vocational office education training. Employers rated the overall job performance of the graduates as very good. Recommendations stressed the continuation of program evaluation, further follow-up studies, further communication with business, and improvement of specific areas of training. Questionnaire forms and correspondence are appended. (Author/JB)

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Final Report

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FOLLOW-UP STUDY OF VOCATIONAL OFFICE EDUCATION GRADUATES OF SPRINGFIELD HIGH SCHOOL

A Mini-Grant Research Project

Presented to

The Tennessee Research Coordinating Unit

By

Rosa Anne Henry

August 15, 1974

CE 004 231

August 15, 1974

Dr. Edwin E. Lamberth
Regional Research and
Development Coordinator
Research Coordinating Unit
Building 307, 11th Avenue
Smyrna, Tennessee 37167

Dear Dr. Lamberth:

The enclosed document constitutes an effort to follow-up the 1970 through 1973 graduates of the Vocational Office Education program at Springfield High School. I hope that the information contained herein meets with your approval.

The Mini-Grant expenses incurred while researching this study were:

	Proposed	Expended
Personnel	$280.00	$191.50
Travel	40.00	37.20
Supplies and Materials	80.00	113.72
Communications	100.00	157.58
Total	$500.00	$500.00

If there are any questions regarding this matter, please do not hesitate to contact me.

Sincerely,

Mrs. Rosa Anne Henry
VOE Instructor

PREFACE

Strong communication between the school and the business community is essential for an effective Vocational Office Education program. A follow-up study of VOE graduates should strengthen the communication process.

The writer wishes to thank the following persons and organizations for their contributions to this study:

---The 1973 and 1974 senior VOE students for typewriting, duplicating, and clerical work

---Mrs. Nell Murphy for her diligent effort in contacting and interviewing employers and graduates

---Mr. Joe L. Morris, Principal, Springfield High School, and Mr. W. H. Howse, Superintendent, Robertson County Schools, for their cooperation with the study

---The Tennessee Research Coordinating Unit and the Tennessee Division of Vocational-Technical Education for funding the project

---Dr. Edwin E. Lamberth, RCU Research and Development Coordinator, for invaluable assistance in planning and executing the study

---Mr. Richard E. Davis, Specialist in VOE, for his interest in and encouragement of the project

---The members of the Springfield High School Business faculty for their cooperation and encouragement

---The VOE graduates and employers for their sincere responses to the questionnaires and interviews.

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ABSTRACT

The objectives of the study were: (1) To survey the 1970 through 1973 graduates of the Springfield High School Vocational Office Education program to determine the specific tasks they performed on their jobs, the skills and knowledges required, and education and training needed; (2) To survey employers of these graduates for the purpose of identifying weaknesses and deficiencies in skills, knowledges, and attitudes; (3) To evaluate the utilization of vocational office education training received at Springfield High School; and (4) To evaluate findings of the project and make recommendations for consideration in curriculum planning.

An introductory letter with a questionnaire was sent to each of the 106 graduates for the four-year period. If there was no response from the graduate within four weeks, a follow-up phone call or letter was utilized. Eighty-five graduates, or 80 percent, returned usable questionnaires.

After the graduate replied that she was currently engaged in office work, a letter explaining the study and requesting the completion of a questionnaire was personally delivered or mailed to her employer. The employer answered the questionnaire during an interview with the follow-up staff member or mailed the information to the researcher. Follow-up visits and phone calls were made if the questionnaire was not returned within three weeks. Fifty-one employers were contacted, and forty-two or 82 percent, completed the questionnaire.

Fifty-one, or 60 percent, of the graduates who responded were presently employed in office work related to their VOE training. Eight, or 9 percent, of those responding were employed in work not directly

related to their VOE training; seven, or 8 percent, were attending college with five, or 6 percent, majoring in business and two, or 2 percent pursuing other majors. Six of the graduates, or 7 percent, were seeking employment; and thirteen, or 15 percent, indicated that they were not interested in employment at the present time. Five of the thirteen who indicated that they were currently not interested in employment had previously held office jobs for an average of 1.65 years. The chief reasons given for not being interested in employment were marriage and pregnancy.

Thirty-seven, or 72 percent, of the 51 graduates presently employed in office work felt that the business and VOE training they received in high school adequately prepared them for their first jobs; and only six, or 12 percent, felt that the training did not adequately prepare them. Four, or 9 percent, said that the training partially prepared them for their initial employment.

The VOE graduates were rated by their present employers on a four-point scale (1-excellent, 2-good, 3-fair, and 4-poor). The average rating for personality traits was 1.81; for personal appearance, 1.66; and for skills and knowledge, 2.11. The mean rating for all personal characteristics, skills, and knowledge was 1.90, or very good.

It was recommended that the existing VOE program at Springfield High School be continued and that follow-up studies be continued each year in order to continuously evaluate and upgrade the program. It was also recommended that the currently enrolled VOE students participate in conducting these surveys.

INTRODUCTION

A survey of graduates of a vocational education program and of their employers is vital to evaluation of the program and to the planning for future programs.

This follow-up study of the Vocational Office Education program at Springfield High School was undertaken for the purpose of evaluating the present program and using the information gained to improve the future program.

STATEMENT OF PROBLEM

Does the present business and vocational office education curriculum at Springfield High School provide the graduate with the education and skills training that will enable her to secure initial employment, to become a well-adjusted and productive citizen, and to advance in the chosen vocation?

The aim of this follow-up study was to determine if and to what extent the knowledges, skills, and attitudes presently taught were utilized by recent graduates on the job and to pinpoint weaknesses and deficiencies exhibited by these former students. Hopefully, the findings of this study will strengthen the office education program at Springfield High School.

RATIONALE

The business department at Springfield High School is continuously striving to design a curriculum which will adequately meet the vocational needs of its students and the employment needs of the community. Recently, courses have been added and curriculum changes have been effected. However, there existed the need for objectively examining the current curriculum to determine if additional changes were warranted.

Fourteen girls were scheduled in a three-hour Office Practice block and twenty-five girls were enrolled in a one-hour Typewriting II class in the school year 1969-1970. In 1970-1971, two three-hour Office Practice blocks were scheduled with the hope that a Vocational Office Education program would be approved by the Tennessee Department of Education. The program was approved in March of 1971, and presently consists of two three-hour blocks; one combination stenographic clerical and clerical block.

Although there is not a funded junior program at Springfield High School, Shorthand I and Business English are scheduled consecutively in an effort to coordinate instructional activities. It is hoped that the junior program will be initiated and approved in the future.

OBJECTIVES

The objectives of this study were:

1. To survey Springfield High School Vocational Office Education graduates of 1970, 1971, 1972, and 1973 for the purpose of determining tasks performed on their jobs, skills and knowledges required, and education and training needed.

2. To survey employers of the graduates for the purpose of identifying weaknesses and deficiencies in skills, knowledges, and attitudes.

3. To evaluate the utilization of Vocational Office Education training received at Springfield High School.

4. To evaluate findings of the project and to make recommendations for consideration when planning the future office education curriculum.

METHODOLOGY

A letter explaining the study was sent to each of the 106 graduates of the VOE program. (Appendix A) The graduate was requested to complete a questionnaire. (Appendix B) A follow-up phone call was made, or a letter was sent to the graduate who did not respond within four weeks. (Appendix C) Additional follow-up contacts, usually by phone, were made if necessary. The graduates were not surprised to receive these letters and questionnaires because follow-up studies were discussed with them when they were in school. Eighty-five graduates, or 80 percent, completed the questionnaires.

A letter (Appendix D) explaining the study and requesting the completion of a questionnaire (Appendix E) was sent to each employer of the responding graduate who was currently employed in office work. The questionnaire was personally delivered by the follow-up staff member to most of the 51 employers in the Robertson County and Metropolitan Nashville area. Fewer than 8 percent of the questionnaires were mailed.

The employer answered the questionnaire during an interview with the follow-up staff member or returned it by mail. Follow-up visits and phone calls were made if the questionnaire was not returned within three weeks. Forty-two employers, or 82 percent, returned usable questionnaires.

One follow-up staff member (a local lady with former office work experience) was hired for the project. The 1972-73 and 1973-74 VOE

students did the typing and duplicating of letters and questionnaires, assisted with mailing and phone contacts, and other clerical work.

INTERPRETATION OF DATA

Graduates' Responses

Eighty-five graduates, or 80 percent, completed the questionnaire. All of the graduates were females. They were asked to indicate their present status by checking if they were permanently employed, temporarily employed, seeking employment, not interested in employment, or attending school. If employed, the graduates were asked to indicate their job titles and descriptions; and if attending school, their majors. The responses were:

Present Status	Number	Percent
Permanently employed in office work	51	60.01
Not interested in employment	13	15.29
Permanently employed in non-office work	8	9.41
Attending school:		
Business major	5	5.88
Other major	2	2.35
Seeking employment	6	7.06
Total	85	100.00

Fifty-one, or 60 percent of the graduates who responded were currently employed in office work related to their VOE training. Only eight, or 9 percent, of those responding were employed in work not directly related to their office education training. Seven, or 8 percent, were attending college with five, or 6 percent, majoring in business; and two, or 2 percent, pursuing other college majors. Three of the college students stated that they were employed in part-time office jobs and had worked during

their entire post-secondary training. Six, or 7 percent of the graduates were seeking employment; and thirteen, or 15 percent, indicated that they were not interested in employment at the present time. Five of those not interested in employment had previously held office jobs for an average of 1.65 years. The chief reasons given for not being interested in employment were marriage and pregnancy.

Responses by the 51 graduates who were currently employed in office work to the question, "Did the business and VOE training you received in high school adequately prepare you for your first job?", were:

Responses	Number	Percent
Yes	37	72
No	6	12
Somewhat	4	8
No Response	4	8
Total	51	100

Thirty-seven, or 72 percent, stated that the VOE training adequately prepared them for their first jobs. Six, or 12 percent, indicated that the training did not adequately prepare them for initial employment. Four, or 8 percent, indicated that the training partially prepared them for employment.

When asked, "Did your VOE training prepare you for your employment tests?", the answers given by the 51 graduates were:

Responses	Number	Percent
Yes	32	62
Did not take test --interview only	11	22
Somewhat	3	6

Responses	Number	Percent
No	2	4
No Response	3	6
Total	51	100

Thirty-two, or 62 percent, of the graduates indicated that the training prepared them for their employment tests. Only two graduates responded that the training did not prepare them. Three, or 6 percent, indicated that they were somewhat prepared. However, eleven graduates, or 22 percent, did not take employment tests but were hired based on interviews only.

The graduates were asked to describe their employment tests. They indicated that the following types of employment tests were taken:

Types of Tests	Number	Percent
Written Clerical Tests	27	53
Typewriting:		
5-Minute Straight Copy	27	53
Statistical Copy	21	41
10-Minute Straight Copy	14	27
Rough-Draft Copy	9	18
Shorthand Dictation:		
80 WPM	6	12
90 WPM	2	4
100 WPM	2	4
Speed Not Indicated	1	2
Did not take employment test	11	22
No Response	4	8

The most frequently encountered tests were written clerical, five-minute straight copy typing, statistical copy typing, ten-minute straight copy typing, shorthand dictation, and rough-draft copy typing.

Six, or 12 percent, of the graduates indicated that shorthand dictation speeds were at 80 WPM; two each indicated tests at 90 WPM and 100 WPM. Eleven, or 22 percent, of the girls stated that they did not take a formal employment test. The graduates offered three suggestions for better preparing future students for employment tests. They were to take practice or sample tests and stress vocabulary and spelling.

The graduates who had held one or more positions were asked to indicate how long they had been employed in their present, prior, and previous positions. Their responses were:

Months Employed	Present Position (Number)	Prior Position (Number)	Previous Position (Number)
1- 6	11	8	4
7-12	19	5	
13-18	7	1	1
19-24	9		
25-30	2		
31-36	2	1	
37-42	1		

The graduates were asked to list major tasks performed on present and prior jobs. They responded as follows:

Tasks Performed	Present Jobs (Number)	Present Jobs (Percent)	Prior Jobs (Number)	Prior Jobs (Percent)
Filing	18	35	8	16
Typing	16	31	8	16
Bookkeeping	13	25	3	6
Telephoning	9	18	5	10
Mailing and Mail	8	16	7	14
Receptionist Duties	7	14	4	8
Processing Insurance Forms	7	14		
Correspondence	4	8	2	4
Taking Dictation	4	8	3	6
Preparing Payroll	4	8		
Billing	3	6	2	4
Copying (Xerox, etc.)	3	6		
Key Punching	3	6		
Using Adding Machine	2	4		
Preparing Bank Deposits	2	4	1	2
Calculating			2	4
Processing Punch Cards			2	4
Everything--"Girl Friday"	2	4	1	2
Figuring Premiums for Insurance Policies	2	4		
General Office Work	2	4		
Filling Out Reports			2	4
Transcribing From Machine	1	2	3	6

Filing, typing, and bookkeeping were listed as tasks most frequently performed on current jobs. Other tasks mentioned by the girls were issuing checks, using IBM Camera, running proving machine, receiving money, ordering, preparing monthly statements, proofreading, checking up at end of day, scanning orders, maintaining mail order files, performing lab work, working cash register, and receiving orders.

The following responses were given by the VOE graduates to the question, "Have you received a promotion within the past year?":

Responses	Number	Percent
Yes	27	53
No	13	25
Raise but no promotion	1	2
No Responses	10	20
Total	51	100

Twenty-seven, or 53 percent, of the graduates indicated that they had received a promotion within the past year. Thirteen, or 25 percent, stated that they had not received a promotion within the past year. One graduate had received a raise, but not a promotion.

The graduates were asked to indicate in Item 6 of the questionnaire the machines they used in their present jobs. They were also asked to state whether the machines were used "frequently" or "sometimes". Their responses were:

Machines	Frequently Used		Sometimes Used		Extent of Use Not Indicated	
	Number	Percent	Number	Percent	Number	Percent
Copying Machine	30	58	2	4	1	2
Typewriter	28	55	5	10	3	6
Ten-Key Adding Machine	20	39	6	12	2	4
Full-Key Adding Machine	8	16	6	12		
Electronic Calculator without tape	6	12	7	14		
Transcriber	6	12	1	2		
Fluid Duplicator	4	8	3	6	1	2
Rotary Calculator	3	6			1	2
Stencil Duplicator	3	6	1	2		
Printing Calculator	2	4	1	2		
Electronic Calculator with tape	1	2	4	8		

Responses showed that the most frequently used machines were the copying machine, typewriter, and the 10-Key adding machine.

In answer to the question, "Which machines in Item 6 should not be taught in VOE?", the graduates replied as follows:

Machine	Should Not Be Taught	
	Number	Percent
Rotary Calculator	9	18
Fluid Duplicator	6	12
Stencil Duplicator	4	8
Full-Key Adding Machine	2	4
No Response	26	51

Twenty-six graduates, or 51 percent, did not list a machine which should not be taught. Probably they felt that all machines should be taught in a VOE program. However, only six wrote in that all of the

machines should be taught. The rotary calculator and fluid duplicator were the machines most frequently mentioned as those that should not be taught.

When asked, "Which machines not listed in Item 6 should be added to VOE?", thirty-seven, or 73 percent, of the graduates did not indicate any machine. Three graduates, or 6 percent, wrote in Key Punch.

The skills and knowledges required and degree used by the graduates on their present jobs were:

Skills and Knowledges	Frequently Used		Sometimes Used		Extent of Use Not Indicated	
	Number	Percent	Number	Percent	Number	Percent
Filing	30	59	4	8	3	6
Mailing	27	53	6	12	3	6
Telephone Techniques	27	53	7	12	5	10
Mathematics	25	49	8	16	5	10
Receptionist Techniques	19	37	8	16	4	8
Business Letters	18	35	11	22	3	6
Business English	16	31	6	12	2	4
Bookkeeping	11	22	2	4	3	6
Composing Letters	11	22	6	12	1	2
Banking	10	20	4	8	2	4
Taking Dictation	9	18	3	6		
Transcribing From Machine	3	6	1	2	1	2

Filing, mailing, telephone techniques, mathematics, receptionist techniques, and business letters were the most frequently used skills and knowledges indicated by the graduates.

In response to the question, "Which skills and knowledges listed (presently taught) should not be included in VOE instruction?", the graduates responded as follows:

Responses	Number	Percent
Bookkeeping	1	2
Filing	1	2
No Response	38	75

Only one graduate stated that bookkeeping should not be taught and one stated that filing should not be taught. No other skills and knowledges were mentioned. Thirty-eight, or 75 percent, did not write in skills and knowledges which should not be taught. Probably, they felt that all the skills and knowledges should be included in a VOE program.

In response to, "Which skills and knowledges should be added?", they responded:

Responses	Number	Percent
No Response or Nothing Written In	40	78
Nothing	3	6

Forty, or 78 percent, of the graduates did not indicate the need for addition of other skills and knowledges to the existing VOE program. Three wrote in "Nothing," and the following were mentioned only one time each: Accuracy, how to meet the public, key punch and data processing, more English and spelling, patience, and use of the cash drawer.

Twenty-six, or 51 percent, of the graduates made suggestions for improving the VOE program. Most frequently mentioned suggestions were greater stress on shorthand and study more Business English.

When asked, "What advice do you give to future VOE students?", approximately 50 percent of them replied that they would tell the future VOE classes to study, work hard, and take every advantage of the training offered. Among admonitions frequently mentioned were: Take all of the business courses and VOE possible, especially Business English

and Shorthand; work on developing skills to a high degree of proficiency; and that accuracy in work is important. Advice frequently given to future graduates on the job would be to get along well with people, respect supervision and authority, take the job seriously, and do your best.

In answer to the question, "What advice do you give to future VOE teachers?", the most frequent replies of the graduates were:

1. Stress the importance of personality, business behavior, human relations, and respect for supervision and authority.
2. English, including composing letters, is important.
3. Students should take their classwork seriously.
4. The classroom should be as "businesslike" and as much like an actual office as possible.

Employers' Responses

The 42 employers were asked to indicate the number of office employees in the firms where the graduates presently worked. Their replies were:

Employees	Number	Percent
Fewer than 4	7	17
5-10	7	17
11 or more	25	59
No Response	3	7
Total	42	100

The data showed that more than half the graduates were employed by firms with 11 or more office employees. Seven graduates, or 17 percent, worked for firms using from 5 to 10 office employees; and seven, or 17 percent, were with firms who employed fewer than 4 office employees.

The employers were asked to indicate the job titles of the graduates working for their firms. They responded as follows:

General Job Classification	Specific Job Title	Number	Percent
Clerical:	Audit Clerk	21	50
	Clerk (2)*		
	Cashier or Clerk		
	Clerk-Typist (3)		
	Mail Clerk		
	Order Coding Clerk		
	Payroll Clerk		
	Production Clerk		
	Receptionist and Dental Assistant (2)		
	Record Clerk		
	Special Clerk		
	Transcriber		
	Typist (4)		
	Typist and Accounts Receivable Bookkeeper		
Secretarial-Stenographic	Bookkeeper-Secretary	12	29
	Collection Secretary (2)		
	Operating and Bookkeeping Secretary		
	Secretary (3)		
	Secretary I		
	Secretary I-S		
	Stenographer I-S (2)		
	Stenographer, Assistant Bkkpr., Manager, and Accountant		
Data Processing:	Data Entry Operator	3	7
	Data Entry Specialist		
	Data Processing Specialist		
Other:	Claims Specialist	3	7
	Reinstatement Specialist		
	Letter Writer		
No Response:		3	7
Total		42	100

* Indicates the number of graduates with this specific job title.

Clerical and Secretarial-Stenographic job titles were those most frequently specified by the employers.

Each employer or supervisor of the graduate was asked to evaluate the quality of the personality traits, knowledges, and skills evidenced by

rating the trait, skill, or knowledge on a four-point rating scale. (1-Excellent, 2-Good, 3-Fair, 4-Poor)

The 42 employers gave a mean rating to the personality traits of the graduates of 1.81; to personal appearance, 1.66; and to skills, 2.11. The average mean rating for all characteristics and skills was 1.90. Tables I, II, and III on pages 16, 17, and 18 show the number of employers who rated the personality traits, personal appearance, and skills excellent, good, fair, and poor.

In order to determine the strengths and weaknesses of the graduates, the employers were asked to indicate weaknesses exhibited on the job, areas in which they felt that the employee had been inadequately trained, and areas in which they felt that the training was adequate. Immaturity in dealing with people and a lack of interest and motivation were among the weaknesses indicated. Areas mentioned in which the employer indicated that training was inadequate were again in the areas of self-motivation and attitude. However, there was no well defined pattern in these responses. Areas in which several employers felt that the graduate had received adequate training included typewriting and general business training.

When asked, "What do you suggest in the way of education and training that will prepare future graduates for job responsibilities and promotions?", the employers responded in no distinct pattern. Some suggestions were stress initiative and responsibility, emphasize the importance of taking the job seriously, stress the importance of continuous learning, public contact, courtesy, business etiquette, and poise.

When the employers were asked to check areas in which the graduates should have had additional training, eleven, or 26 percent, checked business mathematics; seven, or 16 percent, checked bookkeeping; seven, or

TABLE I

RATINGS OF PERSONALITY TRAITS OF GRADUATES BY EMPLOYERS

TRAITS	RATINGS				MEAN RATING
	Excellent (1)	Good (2)	Fair (3)	Poor (4)	
Is never absent except for an unavoidable emergency	23	16	2	1	1.55
Is friendly, courteous, and considerate of others	19	20	3		1.62
Is dependable	20	15	6	1	1.71
Is never tardy except for emergencies	20	16	4	2	1.71
Respects supervision	15	19	7	1	1.86
Profits by suggestions and constructive criticism and changes work habits	11	22	8	1	1.98
Displays tact and emotional security	8	25	9		2.02
Is industrious; looks for things to do and learn	14	16	9	3	2.02
TOTAL	130	298	144	36	
AVERAGE MEAN RATING					1.81

TABLE II

RATINGS OF PERSONAL APPEARANCE OF GRADUATES BY EMPLOYERS

TRAITS	RATINGS				MEAN RATING
	Excellent (1)	Good (2)	Fair (3)	Poor (4)	
Appears to be in good health	24	15	3		1.50
Is well groomed in appearance	18	21	3		1.64
Voice is pleasing	16	23	3		1.69
Skin, hair, and make-up is attractive	16	23	3		1.69
Weight is normal (not excessively over-weight or underweight)	19	17	5	1	1.71
Dress is appropriate	16	22	3	1	1.74
TOTAL	109	122	19	2	
AVERAGE MEAN RATING					1.66

TABLE III

RATINGS OF SKILLS AND KNOWLEDGE OF GRADUATES BY EMPLOYERS

SKILLS AND KNOWLEDGE	Excellent (1)	Good (2)	Fair (3)	Poor (4)	NO RESPONSE	MEAN RATING
Operating adding machines and calculators	9	15	3		15	1.78
Operating duplicating machines	6	14	2	1	19	1.91
Telephone techniques	6	19	5	1	11	2.03
Filing	7	19	8		8	2.03
Accuracy	8	25	7	2		2.07
Bookkeeping knowledge and understandings	4	14	6		18	2.08
Typewriting Ability	4	22	6	1	9	2.12
Mathematical Computations	4	22	8		8	2.12
Verbal Communication	5	26	8	1	2	2.13
Transcribing machine operation	3	4	3	1	31	2.18
Spelling	3	22	10		7	2.20
Punctuation	1	22	8		11	2.23
Business English in general	1	25	10		6	2.25
Vocabulary	2	23	10		7	2.23
Taking shorthand dictation	1	5	4	1	31	2.45
TOTAL	64	277	98	8	183	
AVERAGE MEAN RATING						2.11

* NO RESPONSE means that the employers did not rate the graduate or the skill or knowledge was not used.

16 percent, checked machine transcription; and seven, or 16 percent, checked shorthand. Other areas also mentioned were business English and public relations.

Advice offered by the employers to future VOE graduates was to develop a pleasing personality, be able to get along with people, develop a good attitude toward work, and take work seriously. Advice offered by the employers to future VOE teachers included keep up to date with the ever-changing office employee qualifications, keep up to date with trends in the business world, stress that the student should apply herself to the best of her ability, and assist in developing in the graduate a pleasing personality. Among other comments, were those indicating that more research of this type should be helpful.

CONCLUSIONS

After a careful examination of the results, the following conclusions were made:

1. The Vocational Office Education training received at Springfield High School was currently being directly utilized by approximately 60 percent of the graduates.
2. A majority of the graduates attending college were majoring in fields related to their high school VOE training.
3. Generally, according to the VOE graduates and employers, education and training for the specific tasks, skills, and knowledges needed by the graduates on their jobs are presently incorporated into the VOE program at Springfield High School and their training seems to be adequate.
4. More than half of the VOE graduates had received a job promotion in the past year.
5. Most frequently used machines by the graduates were typewriters, copying machines, and 10-key adding machines. Most frequently used skills and knowledges were filing, mailing, telephone techniques, mathematics, receptionist techniques, and business letters.
6. The graduates suggested that future VOE students receive more training in business English, shorthand, vocabulary, business behavior, and human relations.
7. Employers rated the overall job performance of the graduates as very good.
8. More than half of the graduates were employed by firms with eleven or more office employees.

9. Employers rated the graduates high on dependability, friendliness, courtesy, personal health, and personal grooming. They rated them low on tactfulness, emotional security, industriousness, shorthand ability, vocabulary, and business English.

10. Advice offered to future VOE teachers by the employers emphasized keeping up-to-date on everchanging qualifications for office employment and trends in the business world.

RECOMMENDATIONS

After careful review of all compiled data, it was recommended that:

1. The Vocational Office Education program at Springfield High School should be continued.
2. Follow-up of the graduates should be conducted each year in order to continuously evaluate and upgrade the program. Currently enrolled VOE students should participate in conducting future follow-up studies.
3. The lines of communication with the business community and former students which were established through this study should be continued and expanded.
4. More emphasis should be placed on preparing VOE students for employment interviews.
5. Students should be encouraged to develop shorthand skill to a higher degree of proficiency.
6. Instructional time presently devoted to fluid duplicating should be evaluated. Approximately a third of the graduates felt that the fluid duplicator and the rotary calculator should not be taught in a VOE program. (The rotary calculator is not taught in the current VOE program.)
7. The amount of teaching time devoted to filing, mailing, telephone techniques, and business letters should be increased.
8. VOE students should receive more training in interpersonal relations. No doubt, in the future, more graduates will be employed by firms with an office team of eleven or more employees.

9. The teachers of VOE at Springfield High School should determine and utilize the most effective means of keeping up-to-date with qualifications for office employment and trends in the business world.

APPENDICES

(APPENDIX A)

SPRINGFIELD HIGH SCHOOL
JOE L. MORRIS, PRINCIPAL
FIFTH AVENUE WEST
SPRINGFIELD, TENNESSEE 37172

We need your help. In order to meet the needs of present and future Vocational Office Education students, we are conducting a survey of graduates from our VOE program. We believe that the information you can give us regarding your use or non-use on the job of skills and knowledges emphasized in your VOE training in high school will be invaluable to us as we consider changes to be made in our curriculum.

If we are teaching skills and knowledges which are not used on the job by our graduates, we wish to delete them from our curriculum. If we are failing to include skills and knowledges which you and future graduates need on the job, we want to add them.

Will you please fill out the enclosed questionnaire and return it in the self-addressed, stamped envelope. If you have questions concerning this survey, call Mrs. Henry at 384-3695.

We know that you are interested in helping us to provide the most meaningful high school experiences for our students. We shall appreciate very much your interest and help in this survey.

Sincerely,

Mrs. Rosa Anne Henry
Project Director

Joe L. Morris

Joe L. Morris, Principal

W. H. Howse

W. H. Howse, Superintendent

dgw

Enclosure

(APPENDIX B)

FOLLOW-UP STUDY OF VOCATIONAL OFFICE EDUCATION

SPRINGFIELD HIGH SCHOOL
SPRINGFIELD, TENNESSEE

Name_____ Married_____Yes_____No
First Maiden Last

Husband's Name_____

Address_____
House No. Street City State Zip

Phone_____

Please indicate your present status by checking the appropriate item.

_____Attending school Major_____

Where attending school_____

_____Permanently employed _____Temporarily employed

_____Seeking employment _____Not interested in employment

1. Did the business and Vocational Office Education training you received in high school adequately prepare you for your first job?
_____Yes _____No

2. Did your VOE training prepare you for your employment tests? __Yes __No

If not, please list suggestions for better preparing future graduates for these tests._____

_____

3. Please check the appropriate blanks to describe your employment tests.

_____ 5-minute straight copy typewriting test
_____ 10-minute straight copy typewriting test
_____ Statistical copy (numbers)
_____ Rough-draft copy
_____ Shorthand dictation at _____ words a minute
_____ Written clerical tests
_____ Other (Describe)_____

Suggestions for improvement of VOE at Springfield High School:

1. Please list suggestions for improving the VOE program as you remember it at Springfield High School. Use the back of this form if additional space is needed. (What should be eliminated, added, emphasized, etc.)

2. What advice do you give to future VOE students?

3. What advice do you give to future VOE teachers?

4. Other Comments:

EMPLOYMENT INFORMATION: (Page 2)

Please indicate your present job, listing major tasks performed and checking machines used and skills and knowledges required. In Item 6 place a check mark beside each machine used on the job, followed by an F in frequently used or an S if sometimes used. (Ex. If you use the 10-key adding machine frequently, mark in the blank as follows: ✓ F.) If you did not or do not use the machine listed, leave the blank following it unmarked. Follow the same procedure for Item 7. Please fill in machines used and knowledges required which are not listed in the blanks marked other.

Indicate prior jobs held since graduation on the following pages. Use one page for each prior job.

1. NAME AND ADDRESS OF EMPLOYER _____
(Name) (No. and Street) (City) (State) (Zip)

2. NAME OF IMMEDIATE SUPERVISOR _____

3. How long in present position? _____

4. JOB TITLE

_____ (Present Job)

5. MAJOR TASKS PERFORMED

_____

_____

_____

_____

_____

8. Have you received a promotion withing the past year? _____

9. Which of the machines in Item 6 should not be taught in VOE? _____

_____

_____

10. What machines not listed in Item 6 should be added to VOE? _____

_____

11. Which skills and knowledges in Item 7 should not be taught? _____

_____

12. What should be added to Item 7? _____

_____

_____

6. MACHINES USED

Typewriter	_____	Printing Calculator	_____
10-Key Add. Mach.	_____	Electronic Calculator with paper tape	_____
Electronic Calculator without paper tape	_____	Full-Key Adding Mach.	_____
Rotary Calculator	_____	Mimeograph	_____
Fluid Duplicator	_____	Copying Machine	_____
Transcribing	_____	Other Machines	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. SKILLS AND KNOWLEDGES REQUIRED

Mathematics	_____	Mailing	_____
Bookkeeping	_____	Business English	_____
Filing	_____	Business Letters	_____
Composing letters	_____	Taking Dictation	_____
Transcribing from machine	_____	Receptionist Techniques	_____
Telephone Techniques	_____	Banking	_____
Other Skills and Knowledges:			
_____	_____	_____	_____
_____	_____	_____	_____

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EMPLOYMENT INFORMATION: (page 3) Please indicate your employer and the job you held just prior to your present one, if you have held more than one. If you are presently employed on your first job, omit this page. Follow the instructions on the previous page for marking.

1. NAME AND ADDRESS OF EMPLOYER _____
(Name) (No. and Street) (City) (State) (Zip)

2. NAME OF IMMEDIATE SUPERVISOR _____ 3. How long in present position? ____

4. JOB TITLE

_____

5. MAJOR TASKS PERFORMED

_____

_____

_____

_____

_____

6. MACHINES USED

Typewriter	____
10-Key Adding Mach.	____
Printing Calculator	____
Electronic Calculator with paper tape	____
Electronic Calculator without paper tape	____
Full-Key Adding Mach.	____
Rotary Calculator	____
Mimeograph	____
Fluid Duplicator	____
Copying Machine	____
Transcriber	____
Other Machines:	
_____	____
_____	____
_____	____

7. SKILLS AND KNOWLEDGES REQUIRED

Mathematics	_____
Bookkeeping	_____
Filing	_____
Mailing	_____
Business English	_____
Business Letters	_____
Composing Letters	_____
Taking Dictation	_____
Transcribing from machine	_____
Receptionist Techniques	_____
Telephone Techniques	_____
Banking	_____
Other Skills and Knowledges:	
_____	_____
_____	_____

EMPLOYMENT INFORMATION: If you have held a job prior to the job described on page 3, please fill out this page. Follow the directions for marking on page 2.
(page 4)

1. NAME AND ADDRESS OF EMPLOYER _____
(Name) (No. and Street) (City) (State) (Zip)

2. NAME OF IMMEDIATE SUPERVISOR _____ 3. How long in present position? _____

4. JOB TITLE

_____

5. MAJOR TASKS PERFORMED

_____

_____

_____

_____

_____

6. MACHINES USED

Typewriter	____
10-Key Adding Mach.	____
Printing Calculator	____
Electronic Calculator with paper tape	____
Electronic Calculator without paper tape	____
Full-Key Adding Mach.	____
Rotary Calculator	____
Mimeograph	____
Fluid Duplicator	____
Copying Machine	____
Transcribing	____
Other Machines.	
_____	____
_____	____
_____	____
_____	____

7. SKILLS AND KNOWLEDGES REQUIRED

Mathematics	_____
Bookkeeping	_____
Filing	_____
Mailing	_____
Business English	_____
Composing Letters	_____
Taking Dictation	_____
Transcribing from machine	_____
Business Letters	_____
Receptionist Techniques	_____
Telephone Techniques	_____
Banking	_____
Other Skills and Knowledges:	
_____	_____
_____	_____
_____	_____

(APPENDIX C)

A few weeks ago we mailed you a questionnaire requesting information to be used in planning our future VOE curriculum. Since we have not heard from you, we assume that the questionnaire was misplaced or that you have not had time to complete and return it.

For your convenience, we are enclosing another questionnaire. We shall appreciate your completing and returning it as soon as possible because we feel that the information you are able to give us is very important to our future curriculum planning.

Thank you for your attention to this matter. Call me at 384-3695 if you have questions.

Sincerely,

Mrs. Rosa Anne Henry
Project Director

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Enclosure

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We are in the process of conducting a follow-up study of our Vocational Office Education graduates for the purpose of formulating recommendations to be considered in future curriculum planning. Our aim is to offer a curriculum which will meet the vocational needs of our students and the employment needs of the community.

If we are teaching skills, knowledges, and attitudes that are not utilized on the job by our graduates, we wish to delete them from our program. If we are failing to emphasize skills, knowledges, and attitudes that are needed, we wish to add them. You, the employer of these graduates, can provide us with invaluable information regarding areas of weakness and deficiency in training.

We are asking you to participate in this study by completing a questionnaire which deals with the performance of our graduates in your employ and with your office employment needs. The information you give will be tabulated and summarized, but no identity of employees or employers will be made.

Within a few days, you will receive the questionnaire in the mail or a member of our follow-up staff will call on you to deliver it. We know that you are interested in helping us provide the most meaningful experiences for our students. Your interest and help will be very much appreciated.

Sincerely,

Mrs. Rosa Anne Henry
Project Director

Joe L. Morris

Joe L. Morris, Principal

W. H. Howse

W. H. Howse, Superintendent

dgw

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(APPENDIX E)

FOLLOW-UP STUDY OF VOCATIONAL OFFICE EDUCATION GRADUATES
SPRINGFIELD HIGH SCHOOL
SPRINGFIELD, TENNESSEE

I. EMPLOYMENT INFORMATION

Name of Graduate_____

Address of Graduate_____

Firm_____
Name Address

Number of office employees at above address of firm (Please check below)
Fewer than 4_____ 5 to 10_____ 11 or more_____

Present job title of above graduate_____

Department_____ Rated by_____
Name Title

II. EVALUATION OF PERSONALITY TRAITS, SKILLS, AND KNOWLEDGE

Please rate the quality of the personality traits, knowledge, and skills evidenced by the above graduate by circling 1 for excellent, 2 for good, 3 for fair, and 4 for poor. Example: If the trait is good, circle 1 (2) 3 4.

A. PERSONALITY TRAITS

1 2 3 4 Is friendly, courteous, and considerate of others.

1 2 3 4 Displays tact and emotional stability.

1 2 3 4 Is industrious; looks for things to learn and do.

1 2 3 4 Is dependable.

1 2 3 4 Is never tardy except for emergencies.

1 2 3 4 Is never absent except for an unavoidable emergency.

1 2 3 4 Profits by suggestions and constructive criticism and changes work habits.

1 2 3 4 Respects supervision.

B. PERSONAL APPEARANCE

1 2 3 4 Is well groomed in appearance.

1 2 3 4 Dress is appropriate.

1 2 3 4 Skin, hair, and make-up is attractive.

1 2 3 4 Appears to be in good health.

1 2 3 4 Voice is pleasing.

1 2 3 4 Weight is normal (not excessively overweight or underweight).

C. SKILLS

1 2 3 4 Is accurate with work; seldom makes errors.

1 2 3 4 Typewriting ability.

1 2 3 4 Mathematical computations.

1 2 3 4 Spelling.

1 2 3 4 Punctuation.

1 2 3 4 Vocabulary.

1 2 3 4 Business English in general.

1 2 3 4 Bookkeeping knowledge and understandings.

1 2 3 4 Taking shorthand dictation.

1 2 3 4 Transcribing machine operation.

1 2 3 4 Operating adding machines and calculators.

1 2 3 4 Operating duplicating machines.

1 2 3 4 Telephone techniques.

1 2 3 4 Verbal communication.

1 2 3 4 Filing.

D. STRENGTHS AND WEAKNESSES

What weaknesses in performance are exhibited by the graduate?_____

_____

In what areas do you feel that the employee has been adequately educated and trained?_____

_____

In what areas do you feel that the employee has been inadequately educated and trained?_____

_____

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III. SUGGESTIONS FOR FUTURE VOE PROGRAMS

What do you suggest in the way of education and training that will prepare future graduates for job responsibilities and promotion?_____

_____

Should the graduate have had additional training in the following?

Shorthand_____ Machine transcription_____ Bookkeeping_____

Business mathematics_____ Other_____

What advice do you offer to future VOE graduates?

What advice do you offer to future VOE teachers?

Other comments: